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of measuring teaching efficiency and of measuring the efficiency of training institutions.

This volume recounts the thoroughgoing efforts to do both of these things in connection with the survey of normal schools in the state of Wisconsin. It presents a long list of the aspects of teacher-training institutions into which inquiry needs to be made by way of determining their efficiency; and it presents detailed information and advice as to the best methods to be employed in the study of these many aspects. Few volumes on surveys present so many ideas in so brief a space. Those concerned in the labors of teacher training will find the volume highly suggestive.

An excellent book is unfortunately marred by the malicious tone employed throughout in the references to all other professional surveys and surveyors. Openly and by implication the authors foster the idea that their methods embody the last touches of perfection and that methods of all others are but the futilities of incompetents. Such insistent claims to a monopoly of wisdom rather repel the judicious who honestly wish to profit from the unusual number of excellent suggestions contained within the volume.

J. FRANKLIN BOBBITT

UNIVERSITY OF CHICAGO

The Report of the Richmond, Indiana, Survey of Vocational Education. By ROBERT J. LEONARD, director, professor of vocational education, Indiana University. Educational Bulletin of Indiana State Board of Education No. 18, Indiana Survey Series No. 3. December, 1916. Pp. xv+599.

Self-Surveys of Colleges and Universities. By WILLIAM H. ALLEN, PH.D., director of the Institute for Public Service, New York City. Yonkers, N.Y.: Educational Survey Series. World Book Co., 1917. Pp. xv+394. \$3.00.

The report of the Richmond, Indiana, Survey is the third of a series of vocational educational surveys made in Indiana since the passage of the Indiana Vocational Survey law in 1913. They were made for the special purpose of adapting the newly established vocational educational system to the existing industrial life of the state. Other studies of a similar character are in progress. Richmond is a city of 25,000 inhabitants. It has for a long time been a center of the manufacture of agricultural implements. Something over 20 per cent of the population are

employed in this manufacture. The survey gives a detailed description of the principal industries and of the conditions of labor. As a report it is of the established conventional type: ponderous, superficial, and uninteresting. One of the demands that we are now beginning to make, even of governmental reports, is that they should be concise, they should make use of graphic materials for illustration, and above all they should be readable.

In the foreword to *Self-Surveys of Colleges and Universities*, William H. Allen defines his purpose in this book "to make it easier for American democracy to understand and to shape for democracy's ends the higher education upon which it spends a half billion dollars yearly." This paragraph is characteristic of the book, that is to say, it states an idea and then hammers it home with a striking fact. Although under the guise of a scheme for investigating colleges and universities, the author has written a brilliant and suggestive essay on college administration. The book itself is an admirable illustration of the way in which facts, ordinarily dry and unpalatable, may be made suggestive and interesting. One of the most interesting chapters is that in which he discusses the nature and possibilities of the catalogue and the official report, which, he says, should itself be a self-survey.

This book is not, however, merely a discussion of university and college administration. It is a book for the closet, for quiet meditation. Any person who will consistently go through, in reference to his particular work, with the sort of self-examination which is here prescribed will certainly be greatly improved intellectually and morally. As might be expected, self-surveys, whether of colleges or universities, are not valuable as a means of making scientific discoveries. They are valuable only as a means of testing efficiency and improving standards already accepted. Although this book is primarily for the administrator, it will at the same time be interesting and stimulating to the student.

ROBERT E. PARK

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The Exceptional Child. By MAXIMILIAN P. E. GROSZMANN, PH.D.
New York: Charles Scribner's Sons, 1917. \$2.50.

This book is an attempt to summarize, in a comprehensive way, our present-day knowledge concerning the "exceptional" child, a term which, as the author explains in the Introduction, he applies "to all types of deviation from the average." Because of the effort to discuss in one